Next Generation Assessment Meeting

Office of Assessment

April 21, 2021

Welcome!

- We look forward to speaking with you today!

- Please mute your microphone and turn off video if you are not speaking to preserve bandwidth

- We will be recording this meeting

- Please sign-in here.

- Resources for today's meeting can be found by following these links:
  - Google link
  - Microsoft link

Welcome to Deanna Santoro, our new Assessment Specialist!

- **Danielle Branson**, Director of Assessments

- **Stephanie Snyder**, Deputy Director

- **Daniel Alcazar-Roman**, Assessment Specialist, Science

- **Chanon Bell**, Assessment Specialist, Policy, Reporting, and Research

- **Michael Craig**, Assessment Specialist, Special Populations

- **Swea Hart**, NAEP State Coordinator

- **Deanna Santoro**, Assessment Specialist, Test Development, Administration, and Education

Office of Assessment Team

Agenda

- **Spring 2021 Assessment & Accountability Waiver Status**

- **ACCESS Administration Policy & Update**

  - Administration

  - Test Security & Incident Reports

- **NAEP Program Update**

- **Science Assessment Update**

- **Continuous Education Plans: SY20-21 Assessment Data Collection Questions**

- **Stakeholder Engagement**

- **Next Steps**

Spring 2021 Assessment & Accountability Waiver

Status Update

Spring 2021 Assessment & Accountability Waiver Status

- On April 6, USED officially granted the District of Columbia a one-year waiver from the following requirements in the Every Student Succeeds Act:

  - Statewide assessment requirements to administer assessments in English language arts/literacy, mathematics, science, and alternate assessments;

  - Statewide assessment participation requirements; and

  - Reporting of student results on general and alternate assessments.

- OSSE's assessment waiver request and USED's response have been posted on OSSE's website. Thank you to everyone who submitted public comments.

- We anticipate hearing back from USED on our accountability waiver request shortly.

Spring 2021 Assessment Waiver Rationale

- OSSE believes deeply in the value of assessments and their roles in advancing student learning.

- Due to the unprecedented impact of the public health emergency on our schools, we believe that we could not report out statewide assessment data that provide an accurate depiction of student performance.

- With a small tested population and a significant portion of students receiving distance learning, participation in assessments would be severely limited (maximum of 20%).

- Reporting these data would invite irresponsible uses of the data and the data would not be valid for our intended purposes.

- We are committed to using our critical remaining resources this year to focus on instruction, reopening, and using local assessment data to drive academic recovery and immediate instructional decision-making.

Advancing Student Achievement - Commitments

- In our approved waiver, OSSE will support the advancement of academic achievement by requiring:

  - Schools to administer spring assessments to monitor student learning and inform instructional planning decisions;

  - LEAs to submit plans describing local assessments administered, changes to instructional scope and coverage, and information on use and communication of results;

  - LEAs to demonstrate how they will equitably assess all students;

  - LEAs to report to OSSE summary school-level data on local assessments;

  - LEAs to report to OSSE information on academic interventions; and

  - Administration of our ACCESS for ELLs 2.0 and Alternate ACCESS assessments.

Public Reporting - Waiver Commitments

- In our approved waiver, OSSE has committed to:

  - Publish LEA summary level data on local spring 2021 assessments;

  - Continue to collect and publish key data points including attendance/chronic absenteeism, discipline rates, teacher and school leader metrics, and grad rates;

  - Publish reporting from LEAs on participation in distance and in-person learning;

  - Publish reporting from LEAs on safe reopening plans;

  - Require schools and LEAs to communicate with families/caregivers on student learning status; and

  - Invest in citywide research.

Next Steps and OSSE Supports

- LEAs will complete Continuous Education Plan and Spring 2021 Local Assessment Collection applications in June 2021.

- In support of LEAs and schools, OSSE will evaluate information from LEA plans to:

    - Target state-provided supports, including new investments funded by local and federal relief funds;

    - Determine state-provided technical assistance; and

    - Contribute to ongoing statewide monitoring activities.

ACCESS Administration Policy & Updates

- OSSE will continue to offer in-person only administration of the ACCESS for ELLs and Alternate ACCESS assessments in Spring 2021 to LEAs and schools until **June 18**

  - Schools interested in administering these assessments must:

    - Complete OSSE Test Security Training Modules

    - Submit a School Test Security Plan to OSSE via QuickBase

    - Complete the required trainings in the WIDA Secure Portal

  - All secure paper testing materials must be returned to DRC no later than **June 25**

- For questions about ACCESS testing contact Michael.Craig@dc.gov

ACCESS Test Security & Incident Reports

Schools and LEAs who plan to administer the ACCESS assessments must do the following:

- View all Test Security Training Modules and complete the Attendance and Verification Quiz

- Submit School Test Security Plans to OSSE for review at least 15 days before administration

- Securely store, distribute and collect secure test materials before, during and after test administration

- Submit incident reports to OSSE when knowledge of an administration issue or test security breach using the OSSE Support Tool.

- Destroy and/or return test materials after test administration (as prescribed by the ACCESS Test Administration Manual)

- Sign Test Integrity Affidavit(s) and submit to OSSE using the OSSE Support Tool, 15 days after test administration

If you have any questions about these requirements or need access to the QuickBase applications mentioned, please email Chanon.Bell@dc.gov

NAEP Updates and Activity

- Spring 2021 – Monthly School Survey

  - Survey of school instructional modes, attendance rates, and how students are learning

  - Schools sampled from postponed NAEP 2021 administration

- Fall 2021 – Progress in International Reading Literacy Study (PIRLS)

  - International assessment of reading achievement in fourth graders

  - Administered every five years since 2001

  - Small school sample – includes incentives

- Spring 2022 – Main NAEP Administration

  - Assessment measures student performance in math and reading in grades 4 and 8

  - Administered every two years

  - Large school samples "Take All"

NAEP School Survey Update

Dashboard Includes Answers to the Following Questions:

- Instruction offered

  *To what degree did schools offer **distance only, hybrid, or full-time in-person** instruction?*

- Learning model

  *What was the proportion of students overall and by various **student groups enrolled in each instructional mode** during the month?*

- Attendance (**NEW**)

  *What was the **attendance rate** for each instructional mode for the month by various student groups?*

- Hybrid type

  *What type of **hybrid model** was offered?*

- Hybrid frequency

  *On average, how many days were students offered **in-person instruction** under the **hybrid instructional mode**?*

- Live Instruction

  *How many **hours of synchronous (i.e., Live) instruction** did students receive on average daily under the remote instruction mode?*

- In-person priorities

  *Which student groups received **priority for in-person instruction**?*

- Vaccinations (**NEW**)

  *What percent of teachers have **received at least one dose** of COVID-19 vaccination?*
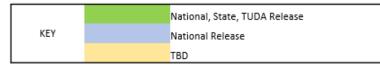
NAEP School Survey Update

- Key Takeaways
  - While 79 percent of public schools across nation offered either hybrid and in-person instruction, 95 percent of DC public schools offered distance instruction in February
  - DC schools did offer some hybrid and in-person instruction to 54 percent of some grade 4 students and 30 percent of some grade 8 students
  - Most non-white fourth graders learned fully remote in February across the nation
  - More students enrolled in In-person instructions located in the towns and rural areas
  - Larger percentages of students attending schools in South and Midwest regions of the country

- Monthly Survey Dashboard

- Release dates: May 5, June 10, July 8

NAEP Assessment Schedule

Year	Grade	Math	Reading	Science	Civics	History	Technology (TEL)	Writing	Long-Term Trend	Special Studies
2022	4	██ green	██ green							
2022	8	██ green	██ green		██ blue	██ blue				
2022	12								██ TBD	
2023										
2024	4	██ green	██ green							
2024	8	██ green	██ green	██ blue			██ blue			
2024	12	██ blue	██ blue							██ TBD
2025	Age Specific								██ TBD	
2026	4	██ green	██ green							
2026	8	██ green	██ green		██ blue	██ blue				
2026	12									
2027										
2028	4	██ green	██ green	██ green						
2028	8	██ green	██ green	██ green			██ green			
2028	12	██ green	██ green	██ green						
2029	Age Specific								██ TBD	
2030	4	██ green	██ green		██ blue	██ blue		██ green		
2030	8	██ green	██ green		██ green	██ blue		██ green		
2030	12				██ blue	██ blue		██ green		

KEY
- ██ green — National, State, TUDA Release
- ██ blue — National Release
- ██ yellow — TBD

DC Science Update

DC Science Assessment Practice Tests

DC Science Assessment Practice Tests are available for grades 5, 8 and high school biology. The tests are accessible on the DC Science Assessment Support Page: https://dc.mypearsonsupport.com/practice-tests/science/

Each four-unit practice test now includes the following accessibility features and accommodations:

- Computer-based test with text-to-speech (TTS)
- Paper-based booklet (PDF)
- Spanish computer-based test
- Spanish paper-based booklet (PDF)
- Braille file (UEB)

DC Science Assessment Literacy Modules

OSSE is creating two new modules to help educators understand the DC Science Assessment and the related resources used to develop assessments items for the Next Generation Science Standards (NGSS).

1. Brief overviews of existing resources that are used in the development and review of NGSS assessment items including test blueprints, item specifications, Performance Level Descriptors (PLDs), and review checklists. These resources will be available by the end of April 2021.

2. New sample assessment tasks based on the DC Science specifications and PLDs. These will include scenario-based item clusters and educator guides outlining the steps in the development process. These resources will be available in June 2021.

Continuous Education Plans

SY20-21 Assessment Data Collection Questions

Waiver Commitments to Transparency

- In our approved waiver, OSSE has committed to:

  - Publish LEA summary level data on local spring 2021 assessments;

  - Continue to collect and publish key data points including attendance/chronic absenteeism, discipline rates, teacher and school leader metrics, and grad rates;

  - Publish reporting from LEAs on participation in distance and in-person learning;

  - Publish reporting from LEAs on safe reopening plans;

  - Require schools and LEAs to communicate with families/caregivers on student learning status; and

  - Invest in citywide research.

Continuous Education Plans

- OSSE will collect new continuous education plans for the 2021-22 school year from all LEAs.

- Purpose is to:

  - support LEAs in developing comprehensive plans for the fall

  - build a shared understanding of what will look like across the District

- Application questions will be shared in late April and the application will be made available in early May.

- Plans will be due in late June. The SY2020-21 assessment collection will be due mid-July.

Spring 2021 Local Assessment Collection

- OSSE will collect information from LEAs and schools about the locally administered assessments given in the 2020-21 school year, as well as the assessments you plan to administer in the 2021-22 school year.

- Purpose is to:
  - Better understand the ways in which students are being assessed
  - Obtain local information on the impact of interrupted instruction over the past year

- Local assessment collection will be included in the continuous education plan application. Assessment collection is due July 15.

- Questions are in **draft form** and may be updated prior to release.

- All questions in this section will be answered by respondents at each individual school rather than each LEA.

DRAFT SY20-21 Local Assessment Collection Questions

1. Please describe your approach to assessing student learning in the past school year (SY20-21).

2. Please identify the content areas for which your school(s) administered non-state summative spring assessments in both SY19-20 and SY20-21.

   1. *Please limit your responses to those assessments administered as common assessments across the school or LEA level as opposed to those developed and used solely by individual teachers. (Check boxes with columns for 2019 and 2020).*

   2. *ELA, Math, Science, English Language Proficiency*

DRAFT SY20-21 Local Assessment Collection Questions

3. Did you set assessment-specific goals, benchmarks, or targets for performance on assessments administered in SY20-21?

    - Select: Yes/no
    - If yes, are these goals/targets set by (select one):
        - Assessment provider (e.g. NWEA)
        - The LEA or school (e.g. charter organization, school or teacher)
    - If yes, are the goals/targets meant to measure (select one)
        - Student proficiency
        - Student growth
        - Both

DRAFT SY20-21 Local Assessment Collection Questions

4. Please describe the steps your school took in SY20-21 to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners, and English learners with disabilities.

   - *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.*

5. Due to the pandemic, students will have unfinished learning this year. We understand that students have experienced differences in the way they access instruction and content. Did your school cover the full breadth of grade-level standards for instruction in SY20-21 amidst the shift to distance learning? (Y/N for each of ELA, math, science)

DRAFT SY20-21 Local Assessment Collection Questions

6. Please describe any strategies you implemented to change curricular scope or sequence (e.g., used first quarter to assess SY19-20 last quarter; implemented Student Achievement Partners' priority standards for SY20-21, etc.) for ELA, math, and science based on the impact of the pandemic on school schedules, distance learning, and reopening status.

7. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math, and science (for tested grades) at your school(s) in SY20-21, as well as the data on participation numbers, the "goals" identified above, and performance towards those "goals."

DRAFT SY20-21 Local Assessment Collection Questions

8. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?

9. How did your school communicate the results of SY20-21 assessments to individual students and their families?

10. Please describe how your school used or will use the results from SY20-21 assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 21-22 school year.

Stakeholder Engagement

Stakeholder Engagement

- Purpose:
  - Understand stakeholder needs and questions in preparation for assessments in the 2021-22 school year
  - Understand stakeholders' experiences and perspectives to inform upcoming engagement opportunities and topics

- Process:
  - Today:
    - Facilitated Discussion Groups
  - Upcoming:
    - Stakeholder Engagement Survey
    - Focus Groups
    - Assessment Support Convenings
    - Assessment Trainings

Types of Stakeholder Engagement

Stakeholder Engagement Survey
- Inform upcoming focus group, convening, and training topics
- Inform preparations for statewide assessment administration in the 2021-22 school year
- Survey will be shared in upcoming NGA Bulletin and responses can be anonymous

Focus Groups
- LEAs provide feedback and input on OSSE policies or processes
- OSSE is the convener and facilitator

Assessment Support Convenings
- LEAs support and share ideas with one another
- OSSE is convener and may facilitate alongside LEAs

Assessment Trainings
- Train assessment points of contact on policy, processes, and/or provide technical trainings related to assessment
- OSSE is convener and may facilitate alongside vendors

Our Approach to Supporting You

- We are committed to supporting LEAs with immediate and ongoing needs related to assessment and the use of assessment data for instructional decision-making.

- Information collected from today's discussions and the upcoming survey will inform OSSE's technical assistance offerings and planning for the 2021-22 school year.

- Details on additional engagement opportunities will be shared in upcoming NGA Bulletins.

- If you have any questions, please ask during facilitated discussion groups today and/or reach out to OSSE.Assessment@dc.gov

Facilitated Discussion Groups

- What information and/or supports do you need from OSSE to be successful in planning for assessment administration in the 2021-22 school year?

- What information and resources do OSSE provide that are helpful for you as an assessment point of contact?

- What additional information or resources could OSSE provide to support you as an assessment point of contact?

- What topics would you like addressed in upcoming…
  - Focus Groups
  - Assessment Support Convenings
  - Assessment Trainings

Closing

Register for the NGA Bulletin

To become part of our email list, you can register in eSchoolPLUS as an **LEA Assessment Manager, MSAA Coordinator, ACCESS for ELLs Coordinator,** and/or **Assessment POC**.

- Users registered to these roles receive the NGA bulletin each week.

- If you have not used or do not have access to the eSchoolPLUS system, the data manager at your school should be familiar with the system and able to support with registration.

- Occasionally, additional assessment related information and updates are sent to LEA staff assigned to these roles.

Office of Assessment - Contact & Resources

- OSSE Office of Assessment Website: OSSE.dc.gov/assessments

- OSSE Office of Assessment Email: OSSE.Assessment@dc.gov

- WIDA ACCESS: wida.wisc.edu/assess/access

- NAEP: nces.ed.gov/nationsreportcard

- MSAA: msaaassessment.org

- DLM: dynamiclearningmaps.org

- PARCC & DC Science: dc.mypearsonsupport.com

Thank You!